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HUNTER COLLEGE OBSERVATION TELEVISION CENTER CATALOGUE 67.

BY- GOLD, MILTON J.
CITY UNIV. OF NEW YORK, HUNTER COLL.

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DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *AUDIOVISUAL INSTRUCTION, CATALOGS, KINESCOPE RECORDINGS, ELEMENTARY GRADES, SECONDARY GRADES, EARLY CHILDHOOD EDUCATION, LANGUAGE ARTS, FOREIGN LANGUAGE FILMS, SOCIAL STUDIES, MATHEMATICS, HEALTH, PHYSICAL EDUCATION, SCIENCES, TEAM TEACHING, DISADVANTAGED YOUTH, READING, TESTING, EDUCATIONAL PSYCHOLOGY, AURALLY HANDICAPPED, EMOTIONALLY DISTURBED, PHYSICALLY HANDICAPPED, SPEECH HANDICAPPED, APHASIA, BLIND, MINIMALLY BRAIN INJURED, CEREBRAL PALSY, HANDICAPPED CHILDREN, PROJECT ENGLISH,

THE CATALOG LISTS AND ANNOTATES 112 TITLES OF LESSONS FIRST RECORDED ON VIDEOTAPE AND THEN TRANSFERRED TO FILM AS KINESCOPES. THE LESSONS ARE FILMED IN A SPECIALLY PREPARED CLASSROOM EQUIPPED WITH REMOTELY CONTROLLED CAMERAS AND MICROPHONES. DURING RECORDING THE CLASS AND TEACHER ARE ALONE IN THE CLASSROOM. KINESCOPES ARE INCLUDED ON EARLY CHILDHOOD EDUCATION (THREE), FOREIGN LANGUAGES (ONE ON JUNIOR HIGH SCHOOL, TWO ON SECONDARY), HEALTH AND PHYSICAL EDUCATION (TWO ON COLLEGE, TWO ON ELEMENTARY), LISTENING AND SPEAKING (FOUR ON ELEMENTARY), MATHEMATICS (SIX), PSYCHOLOGICAL FOUNDATIONS (THREE), ELEMENTARY READING (15), SCHOOL AND COMMUNITY (THREE), SCIENCE (TWO ON ELEMENTARY, THREE ON SECONDARY), AND ELEMENTARY SOCIAL STUDIES (SEVEN). FILMS ON SPECIAL EDUCATION ARE ON APHASIA (EIGHT), BLIND (FIVE), BRAIN IMPAIRED (FIVE), CEREBRAL PALSIED (TWO), DEAF AND HARD OF HEARING (FIVE), EMOTIONALLY DISTURBED (ONE), MENTAL RETARDATION (FIVE), PHYSICALLY HANDICAPPED (FOUR), AND SPEECH AND LANGUAGE (TWO). SPECIAL PROJECTS ON FILM ARE EMPATHY PROJECTS (THREE), PROJECT ENGLISH AND PROJECT TRUE (NINE), ELEMENTARY SPELLING (ONE), TEAM TEACHING (THREE), TESTING (ONE ON PRIMARY, ONE ON ELEMENTARY), AND ELEMENTARY WRITING (ONE). EIGHTEEN LESSONS ARE LISTED AS FILMED WITH THE DISADVANTAGED. THE KINESCOPES MAY BE RENTED (SOME MAY BE PURCHASED) FOR USE IN PRE-SERVICE OR INSERVICE TEACHER EDUCATION PROGRAMS BY PUBLIC AND PRIVATE UNIVERSITIES, COLLEGES, AND SECONDARY AND ELEMENTARY SCHOOLS. (DF)

Dr. June Jordan

ED018912

HUNTER COLLEGE

OBSERVATION TELEVISION CENTER

Catalogue 67

EC 001 888

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HUNTER COLLEGE

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I

Preface

A. Stationary TV

The Hunter College Observational Television Center is the outgrowth of three large Federal-grant projects, begun in 1959. (Note the references at the back of the catalogue.) These projects demonstrated the usefulness of recorded material for teacher education.

The purpose of the OTV Center is to record actual classroom instruction to supplement the live observation generally available to students in teacher education programs. Teachers and their classes are brought to the Hunter College studio, a specially prepared classroom equipped with remotely controlled cameras and microphones. During the recording the teacher and class are alone in the studio. Though lessons are carefully planned in advance, the recorded lesson is actually a "slice of life," in that each recorded lesson is new and fresh to the children.

The advantages of recorded material are that the college instructor can preview each lesson in advance to determine how best to use it; instructor and all students can see the same lesson (which is usually very difficult to arrange in direct observation in public schools); portions or all of the lessons may be seen as many times as necessary for effective instruction; the recording can be stopped at any time for comment and discussion; and instructors may initiate the recording of lessons particularly suitable to their philosophy.

These materials are also valuable for in-service education, both by groups of teachers and by supervisors conducting such programs. In addition, principals and supervisors have used them as bases for discussions of the purposes and techniques of supervision.

The technical facilities make it possible to record lessons on video tape and to transfer the material to 16 mm., black and white, sound film. These films are technically called "kinescopes."

The center welcomes comments, (both technical and educational,), on all aspects of its productions. Enclosed with each confirmation of a rental is a form for such comments, which we hope all users will complete and return to the Audio Visual Center. A copy of this form will also be found at the back of the catalogue.

The Center is also interested in reactions to the accuracy and appropriateness of titles, descriptions, and classifications. If you find that a film you have used is mis-titled, or described in a misleading way, or classified in the wrong catagory, please give us your suggestions on the form you are asked to return. Errors will then be rectified in the next issue of the catalogue.

B. "Portable" TV

The OTV Center has a Norelco one-inch videotape recorder mountable on a rolling cart. This unit can record and play back programs, and it can be connected to the control elements of the overall TV facility. Its chief advantage over the massive two-inch recorder is that it can be wheeled into any room with an AC outlet for play back. The Center staff would like to encourage faculty members to use this "portable" TV to record their own instruction with college classes. (One member of the Music Department used it with a class in conducting, to the great profit of his students and himself. A member of the Department of Speech and Theatre used it successfully with a class on debating.) Instructors may want to evaluate their own instructional techniques in absolute privacy. Or, they may want their students to observe themselves in role-playing situations, etc. Actual recordings would take place in the TV studio, of course, but the playback is not restricted to any particular room. The tapes can be erased immediately, or a program worth saving can be transferred to kinescope film.

C. "Mobile" TV

Mr. Robert Brock, our Technical Coordinator, and his technical assistants (Mrs. Andrea MacConnell and Mr. Antoslav Vlahovic) are in the process of assembling the many components of a Mobile TV unit. The entire facility will be housed in a truck and will have cables long enough to reach a great many rooms in public school buildings. Its three cameras and five microphones will be remotely controlled from the truck, which will also contain a fourth camera for visuals, a transistorized, broadcast-standard videotape recorder, plus ancillary equipment.

The Mobile Unit was made possible by a grant from the Division of Teacher Education and will be subject to control by the Dean of Teacher Education and the Committee on Coordination. Hunter College will operate the Mobile Unit.

Mr. Brock plans to conduct field tests during the Spring 1968 semester. Barring unforseen obstacles, actual recordings can begin in Summer 1968.

III

Circulation-General Policies

1. The kinescopes listed in this catalogue are available to public and non-public accredited universities, colleges, secondary and elementary schools for use as instructional material in pre-service and in-service teacher education programs. They must be used in the physical plants of such institutions.

2. The kinescopes are **not** available to persons conducting "courses" unaffiliated with the institutions mentioned above, for example, "cram courses" for license examinations.

3. Professional organizations of teachers, supervisors, or administrators may request the use of kinescopes, but each such request will be dealt with on its own merits.

4. Special Request - The teachers who so graciously, and with such professional devotion, volunteer to serve as subjects for our kinescopes, deserve to have their kinescoped performances treated with utmost professional care. Since there is probably no "lesson" which will rate A+ in everyone's "book", we expect that each of our recorded teachers will be faulted by different viewers for different reasons. All we ask is that criticism be couched in professional terms and that it safeguard the personalities of the teachers and students in our kinescopes.

Circulation - Rentals

1. The kinescopes may be rented from the:

   Hunter College Audio Visual Center
   695 Park Avenue
   New York, New York 10021

   Telephone #360-2442

2. City University instructors pay no rental fee, provided the kinescopes are used in university classrooms and programs.

3. All other universities, colleges, and educational institutions are charged a rental fee of $10.00 per reel per week.

Circulation - Sales

1. The original videotapes are neither rented nor sold.

2. Those programs for which edited negatives are available are marked (N) next to their catalogue numbers. Prints of such programs can be made, at $5.00 per minute. Requests for the purchase of such prints should be directed to:

   Dr. Nathan Stoller
   Educational Coordinator
   Hunter College OTV Center
   695 Park Avenue
   New York, New York 10021

   Telephone #360-2439

Special Note

The Board of Higher Education has authorized the OTV Center to "make available its facilities to other educational institutions and cultural organizations," stating "that in providing such services to such educational institutions and cultural organizations, Hunter College is hereby authorized to charge appropriate fees for services, supplies and the facilities of its Television Center." (Item No. 67, Board of Higher Education minutes, June 20, 1966.)

Institutions and organizations interested in the services of the Center may call or write for further information.

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
Department of Education

To: Faculty of the Education Department

From: Dr. Milton Gold, Director of Teacher Education

Re: Use of the Television Center Facilities

Date: March 29, 1967

Dear Colleagues:

There was a time in the history of our TV Center when we had to proselytize in order to achieve some meaningful use of the equipment. Happily, that time is now past. Ideas for use of the center have multiplied and so have requests for scheduling.

In addition, faculty tastes have achieved a level of sophistication which can no longer be satisfied with the kinds of kinescopes produced in the recent past. More and more faculty want films which are carefully edited to make specific points, both to conserve valuable instruction time and to sharpen the impact on students.

Both of these trends are causing a significant change in our mode of operation: we need to exercise greater care in the material selected for recording, and we must devote considerably more time for editing our products to meet higher standards. Therefore, the following policies have been framed in an effort to make the most effective use of television:

1. An overall committee for television has been appointed. Its members are listed on the roster of other departmental committees. This committee will set up the general framework for the operation of the TV Center.

2. Staff members who wish to use television over an extended period of time (that is, for more than three recording sessions) will submit a written proposal to Dr. Nathan Stoller, chairman of the Television Committee. A meeting will be scheduled at which time the "initiator" (the person requesting the use of TV) will discuss his proposal with the committee. If the proposal involves the use of TV as a research tool, then the committee will be enlarged to include other colleagues competent to express themselves on the substance of the proposal.

3. I have also designated Professors Bernice Fleiss, Lawrence Goldstein, and Nathan Stoller, and Robert Brock, to serve as a sub-committee (available for almost on-call assembly) to process requests for recordings of three sessions or less. Staff members who wish to arrange for the recording of such "programs" are advised to submit their requests in writing to Dr. Stoller, Educational Coordinator, at least one month in advance of the date for the actual recording session. The sub-committee will process these requests, consult with the "initiator" when necessary, and determine the order of priority for each approved request.

4. Staff members who apply for federal or other grants which are to involve the use of television are advised to consult with Dr. Stoller prior to the submission of proposals to granting agencies. There is a schedule of rates for the use of facilities. Copies of this schedule are available in the department office, in Dr. Bergauer's office, and at the TV Center.

5. The cost of non-funded recordings is borne by the Education Department. However, funded projects will be billed for services on the basis of the rate schedule. For this reason it is important that the project proposals base requests for television activities on this schedule.

6. As you know, all "programs" are first recorded on videotape. The transfer to film, titling, credits, and editing all require considerable additional time. Therefore, playbacks of the tape will be limited in order to determine whether the "program" merits transfer to film. In general, classes will be able to see programs only after a film is completed.

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SPECIAL NOTES

1. The following kinescopes were recorded with classes of so-called "disadvantaged " pupils:

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2. The following kinescopes exist in <u>negative</u> form, so that new prints of them can be made for <u>sale</u>:

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EARLY CHILDHOOD EDUCATION

The following three films, each recorded with a different group of kindergarten or pre-kindergarten children from an integrated New York school, are designed to show children in typical pre-school activities. In each film the original recording has been kept intact so that the pacing and content correspond to what would be seen in direct observation. The films are designed as substitutes for or supplements to classroom visits, and not as overviews of early childhood programs.

In each film the regular classroom teacher and Professor Kuhmerker of the Hunter College Education Department serve as co-teachers.

"Mrs. Kaplan's Four-Year Olds at School" #65-12
(Kuhmerker-Kaplan) (62 Mins.)

The children begin with refreshments, hear a story and then make fruit salad. In this relaxed setting, the children display great mental alertness, social interaction and verbalization.

"Mrs. Melnik's Four-Year Olds at School" #65-4AA
(Kuhmerker-Melnik) (23 mins.)

After a short class discussion and a story the children make play-dough.

"Mrs. Rosabi's Five-Year-Olds at School" #65-4BB
(Kuhmerker-Rosabi) (35 mins.)

After a short class discussion and a story, the children make play-dough. During snack time there is a guided discussion about the information needed on an envelope and what happens to the envelope in the mails.

N. B. This film may be viewed only with the approval of Professor Kuhmerker.

FOREIGN LANGUAGES - Jr. High School (Spanish)

"The Audio-Lingual Approach in Teaching Spanish" #60-3
(Bonomo) (25 mins.)

This is a summer school class of normal-to-bright seventh and eighth graders. The activities include: the pledge of allegiance, giving one's name and age, a guessing game, simple mental arithmetic, the use of a word wheel, work on the calendar, and singing a song -- all in Spanish.

The lesson is preceded by a discussion of the audio-lingual approach, the class in this film, and the lesson itself (recorded prior to this interchange). The discussants are Mr. Bonomo and Dr. Gerald S. Lesser.

FOREIGN LANGUAGES - Secondary (French)

"French Story and a New Verb" #64-16
(Wahl) (60 mins.)

A secondary level French class corrects and discusses a homework assignment - the reading of a French short story - and learns a new verb (ecrire). The discussion of the homework assignment involves responses to questions from instructor and students. The students are also asked to create short, unprepared dialogues based on the story. In the second part of the lesson, the students learn the present, present perfect and future tenses, and the imperative mood, of the verb ecrire. The lesson is carried on completely in French.

"Learning French Through Pictures" #66-15
(Popper) Series of 4 reels

(In real time, there were two lessons, separated by a lunch break, the break simulating the passage of a whole day, so that the two lessons are "today" and "tomorrow." The "warm-up" sessions are separate reels, in order to add flexibility in viewing the series.)

1. "Warm-Up" #1 — #66-15A (7 mins.)

First the teacher, and then a few students, conduct the class through an oral exchange about weather, seasons, health, and the family. The aim is to develop skill in free oral composition.

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2. "The Family in the Picture" #1 — #66-15B (22 mins.)

(This is a continuation, in real time, of the activities in the preseding reel.) This portion of the lesson centers around a large drawing of a family in their living room. The teacher talks about this family; she elicits student responses to the picture; and she encourages use of the new vocabulary required for referring to the elements of the picture. There is a homework assignment, based on the material just covered.

3. "Warm-Up" #2 — #65-15C (10 mins.)

This activity is again conducted alternately by teacher and students, and focuses on Paris.

4. "The Family in the Picture" #2 — #66-15D (24 mins.)

(This is a continuation, in real time, of the activities in the preceding reel.) The lesson centers around the drawing of the family seen in the previous lesson and on family life in general. There is a dictation exercise and a homework assignment.

HEALTH AND PHYSICAL EDUCATION - College (Undergraduate)

"Demonstration of a Recreation Dance Program" #63-11
(Kulblitsky) (54 mins.)

A demonstration of the types of Dances which might be used in a recreation dance program is shown in this film, which is an actual demonstration given to educators and students in the Hunter College gynasium. The types of dances presented are: Folk, Round, Ballroom and the American Square. Although the theme of the demonstration is "dancing is a man's game," the dancers are both male and female.

"Modern Dance Interpretation" #65-11
(Vislocky) (43 mins.)

This film offers a series of modern dance interpretations performed by a group of advanced Hunter College female students.

HEALTH AND PHYSICAL EDUCATION - Elementary

"Health Guidance" #61-10
(Dolen) (30 mins.)

The independent activity consists of reading about famous people in the field of medicine. While the children read, the teacher calls individual students to her and checks eyes, weight, and height of each student. There is a short conference with each student regarding his or her chart.

"Teaching a Folk Dance" #61-11
(Dolen) (30 mins.)

The film opens with the children at their desks. The teacher instructs the youngsters to move desks and chairs, row by row. After the room has been cleared; the children learn a new dance.

LISTENING AND SPEAKING - Elementary

"A Lion Hunt"
(Squires)

#64-37
(20 mins.)

A group of second children from a suburban middle-class area go on an imaginary lion hunt with a teacher.

"Midsummer Night's Dream" Act I Scene ii
(Squires)

#64-27
(10 mins.)

Reading of Act I scene ii of "Midsummer Night's Dream," with Quince, Bottom, Snug, Flute, Robin, Starveling and Company. The Scene is outside Athens.

"Story Telling"
(Farrell)

#64-36
(30 mins)

A group of fourth grade children from a suburban middle-class area listen and tell stories.

"Themes for a Skit"
(Genkin)

#65-178
(21 mins.)

Mr. Benjamin Genkin and a class of Intellectually Gifted Children discuss possible themes for a skit to be presented at a school assembly.

MATHEMATICS -

Beginning of the Year Diagnosis and Review
(Dever)

The four films in this series show how one teacher of a fifth grade class of gifted children begins the year with an inventory test, analyzes the results, and reviews concepts and skills prior to launching on the "regular" work for the year.

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"Carrying Figures in Three Processes" #63-10A
(Dever) (25 mins.)

In this first film the teacher describes the inventory test and summarizes the results. The class enters the room. The lesson focuses on the use of carrying figures in addition, subtraction and multiplication. (A copy of this inventoy is available on request.)

"Place Value" #63-10B
(Dever) (30 mins.)

This second film begins with the establishment of the distinction between "numbers" and "numerals." A chart on the balckboard represents ones, tens, etc., in the decimal system. This cnart is used to show that zero does not have to be used for work done on the chart, but is essential as a place holder in normal computation. The pupils work on a problem involving place value.

"Use of Zero in Multiplication" #63-10C
(Dever) (30 mins.)

The teacher demonstrated that 869x5 is really three problems, 5x9, 5x60, 5x800. She enters the results of these three problems on the place value chart (shown in 63-10B) to demonstrate why zeros are omitted in the normal algorism. There is a comparison of carrying figures in addition and subtraction. Examples are done on and off the place value chart to show the place holder function of the zero.

"Trial Figures in Long Division" #63-10D
(Dever) (30 mins.)

The teacher gave a second inventory test on long division only and identified ten children who seemed better prepared than the rest of the class. In this lesson she divides the class in two, assigning seat work to the majority of the class, and devotes the lesson to the group of ten. Their lesson focuses on the use of trial figures in long division.

"Division is the Inverse of Multiplication" #66-18
(Davis) (32 Mins.)

This a development lesson with a third grade class from the Hunter College Elementary School. The children were helped to discover that subtraction "undoes" addition, that division "undoes" multiplication. It was hoped that understanding the inverse relationship between the respective operations could serve as a tool for checking one's answers. Some of the children achieved this outcome; some did not.

"Gifted Children Study the Binary System" #64-26
(33 mins.)

A class of intellectually gifted children study the binary numerical system. The lesson is organized in three general sections: first, students and instructor compare the binary system to the decimal and other familiar numerical systems, then students transfer numbers from the decimal to the binary system, and lastly, students work out mathematical problems using only binary numbers.

"Ones, Tens and Hundreds" #65-3
(Tannenbaum) (30 mins.)

A third grade elementary class works with ones, tens and hundreds. The lesson is broken into two parts: first, students convert whole numbers into as many combinations of ones, tens and hundreds as possible and, second, students translate combinations of ones, tens and hundreds into whole numbers.

"Some Properties of a Circle" #60-7
(Geddes) (30 mins.)

Teacher leads a Hunter College High School class to understand and derive some of the properties of a circle and the formulae used to express them.

"Presenting Structural Arithmetic" (Stern) (Series of 3) #67-4

"Part I. Teaching Structural Arithmetic in Kindergarten and Grade One" #67-4A

"Part II. Teaching Structural Arithmetic in Grades Two and Three" #67-4B

"Part III. The Structure of the Binary System" #67-4C

The materials and techniques demonstrated and explained by Dr. Catherine Stern in these kinescopes are based on Gestalt psychology. The materials reveal all the properties of the natural numbers; experimentation with these materials allows children to gain insight into the structure of the number system. The overall approach is meant to emphasize learning by insight, learning from one's errors, and the transfer of learnings from one operation and conceptualization to other operations and concepts.

PSYCHOLOGICAL FOUNDATIONS

"Children's Views on Schools and Teachers" (Clark) — #64-9 (30 mins.)

A group of eight third grade students from the Hunter Elementary School present their view on school and teachers in a round table discussion.

"Improving the Perceptions of Teachers" (Clark) — #64-4 (60 mins.)

A graduate class of elementary school teachers receives instruction on the subject of the interpretation of visual experiences. The instructor begins by asking the teachers to write down their immediate reactions to two ink blots shown to them. After the responses are written down, the instructor reads them to the class and leads a discussion on the possible interpretations of the responses. The instructor then endeavors to help the teachers to better understand their students' psychological make-up.

"Piaget: Conservation of Continuous Substances" (Kurtz) — #67-6 (26 mins.)

Miss Rona Kurtz of the Hunter College Educational Clinic demonstrates an important transition in the intellectual development of the child of 4 to 8 years of age. Miss Kurz demonstrates the different abilities of children of this age group to comprehend the Principle of Conservation of the Constancy of Objects -- that a quantity remains the same even when substantive changes occur. The film is an outgrowth of the work of the Swiss psychologist Piaget.

READING - Elementary

"Art and Music in Teaching Reading" #67-3A (30 mins.)

Four students in their junior year in the Department of Education at Hunter College are shown working with the pupils from a neighborhood elementary school. The tutoring sessions are part of a required course in the teaching of language arts and social studies. Each student spends one hour a week tutoring a child in reading. The children come from grades two to six. Some are reading on grade level while others read as much as two grades below grade level. The tutors use art and music in the teaching of reading, as it is felt that art and music in the teaching of reading, as it is felt that art and music provide additional motivation to the culturally deprived. (#67-3B is a 15 minute film whose content is related to #67-3A. Approval of Prof. Elaine Block is required prior to any showing of #67-3B)

"Basal Reading, Steps I and II" #61-4
(Gehan) (30 mins.)

This film shows a class and the teacher as they pursue a reading lesson related in content to a Committee Report on Missouri. The teacher introduces the story, presents new concepts and vocabulary, and has the class skim for new "facts." These are then enumerated. (This film is a companion-piece to #61-3 and #61-5, and should be viewed in that context.)

"Basal Reading, Steps III and IV" #62-3
(Rubin) (30 mins.)

The teacher explains the nature of the reading program in her class. Viewers are shown the "seatwork" assignments on the blackboard. The teacher circulates around the room checking on individual students and then works with one reading group. The lesson demonstrates the use of the workbook in Step III of Basal Reader Lesson Plan and the extension of the children's interests in reading, which is the purpose of Step IV.

The CRAFT PROJECT Series

The CRAFT Project (Comparison of Reading Approaches in First Grade Teaching with Disadvantaged Children) is one of the coordinated research projects in first-grade reading supported by the Coorperative Research Program of the U.S. Office of Education.

During the first year of the project, 1964-65, attention was focused on an evaluation of the relative effectiveness of four methods of teaching reading: 1) Basal Reader Method, 2) Phonovisual Method with Basal Readers, 3) Language Experience Method, and 4) Language-Experience with Audio-Visual supplementation.

In the second year of the project, 1965-66, a second-grade continuation study and first-grade replication study were conducted. In addition, a pilot first-grade study was started, combining method 4, the Language-Experience with AudioVisual supplementation and the Phonovisual.

Six individual kinescopes, recorded during the second year of the project, show the four original methods and two variations of the combined method. One composite kinescope provides and overview of the project.

The CRAFT Project: Composite Kinescope — #66-19A (30 mins.)

This reel is made up of selected segments from the six full lessons in the series and provides an overview of the project plus glimpses into each of the variables studied. (Viewers unfamiliar with CRAFT should see this reel first in order to make effective use of the individual lessons.)

"Method 1: Basal Reader Method" — #66-19B (32 mins.)

Taught by Miss Abigail Ain, a first grade teacher at P. S. 28K. Two groups are shown. One group does a reading comprehension activity based on a story previously taught. The teacher, after launching this activity, works with the second group. She guides the pupils through the steps in a developmental lesson.

"Method 2: Phonovisual Method with Basal Readers" #66-19C (32 mins.)

Taught by Miss Rosemary Parker, a first grade teacher at P.S. 44K. The teacher's aims in this lesson are to teach two new sounds, (ar and aw), through the use of the Phonovisual Chart, and to have the children apply this knowledge to the recognition of new words in context. The children are led toward these goals through the use of visual and auditory aids, realia, and the use of writing. To meet the different levels of achievement and specific needs, the teacher is shown instructing in a three-group situation.

"Method 3: Language-Experience Method" #66-19D (17 mins.)

Taught by Mrs. Clarice Brown, a first grade teacher from P.S. 28K. The teacher attempts to show how reading material developed by pupils out of a real experience is used to fix learnings. Teacher-made games and devices are used to reinforce word recognition and sentence structure. These skills are used as the pupils write their own individual compositions.

"Method 4: Language-Experience Method with Audio-Visual Supplementation" #66-19E (32 mins.)

Taught by Mrs. Georgia Parker, a first grade teacher from P.S. 160Q. The lesson shows the teacher developing basic vocabulary through a science experience (with goldfish). The plan of the approach integrates the skills within a full spectrum of language arts -- listening, speaking, observing, concept building, and language enrichment.

"Method 5: Pilot Project, Combined Techniques: Language-Experience with Audio-Visual Supplementation and Phonovisual Word Analysis Techniques." #66-19F (28 mins.)

Taught by Mrs. Wilhelmena Jenkins, a first grade teacher from P.S. 186M. This lesson shows how the art experiences of children can be used to launch a reading lesson. With one group the teacher employs spelling, creative writing, listening to stories via a tape recorder, and recording the children's experiences on tape. Two other groups have separate experiences using a film strip projector and a phonograph.

"Method 6: Pilot Project, Combined Techniques: Language-Experience with Audio-Visual Supplementation and Phonovisual Word Analysis Techniques." #66-19G (29 mins.)

Taught by Mrs. Marcia Beck Loner, a first grade teacher from P. S. 123 M. This lesson employs audio-visual equipment, namely the overhead projector, to teach the phonetic element OO. This phonics lesson came about as a direct result of a language experience, (a discussion of a forthcoming trip to the zoo). A multiple sense appeal, through writing, speaking and listening, is skillfully employed.

"Experience Approach to Reading" (Frankel) #61-7 (22 mins.)

The teacher has brought in a variety of objects, one "big" and one "little" in each category, to teach the concept of "big-little." An experience is written about the "big and "little" items and a story is read aloud by the teacher as a culminating activity.

"Individualized Reading" (Graber) #61-8 (30 mins.)

The teacher reads individually with one boy for about ten minutes, and works with the whole class. The pupils were to noting descriptive words and phrases in their individually selected books. More time is allowed for skimming for such words and phrases. The teacher circulates; she notes pupils having difficulties and invites them to an ad hoc group to be assembled "tomorrow." The teacher and class review the records kept of pupils' readings, noting what is recorded and why. Special stress is laid on material to be entered in the "comments" column, which (in turn) is related to the descriptive words and phrases the children were looking for.

"Individualized Reading with Retarded Readers" (Mohrer) — #66-16 (32 mins.)

This is a unique film in that it shows how Individualized Reading can be used with pupils for most of whom English is a second language. It demonstrates a common assignment for a full class where each child is reading a different library or trade book. There is a short session with one student, plus a general discussion of what the students gained from their individual books as they worked on the common assignment. A commentator provides background information on the class, the teacher, and the methodology.

"Language Emphasis Lesson" (Cohen) — #62-2 (30 mins.)

The focus of this lesson is on teaching patterns of English usage to a small group of pupils to whom English is a second language. The teacher assigns and explains the "seatwork" to the whole class, uses the same topic (the circus) as the basis for her work with the small group, and brings the class together at the end to rehearse a song for their circus program.

"Learning a New Poem" (Murphy) — #67-13 (28 mins.)

The teacher of this sixth-grade class in a Manhattan public school introduces the poem "Sea Fever," by John Masefield, to her students. The meanings of new words are either presented or elicited. Student reactions are encouraged and the poem is read aloud.

NDEA Summer Institute "Gabrial #1" — #65-16A (17 mins.)

An elementary student is tested by Mr. Kaufman to determine appropriate remedial instruction. The student reads two stories aloud and, following the reading, Mr. Kaufman questions the boy on material taken directly and indirectly from the texts. The testing session demonstrates the relationship between the child's limited background and experience and his limited reading abilities.

NDEA Summer Institute
"Discussion Group"

#65-16D
(23 mins.)

Under the direction of Mr Anderson, a group of teachers from ghetto schools discuss what to do with the culturally and educationally deprived children of low income families. The group discusses the meaning of "deprived," the emotional needs of those who are categorized as "deprived," the degree of blame which should be placed on the home, culture, school and community for the ghetto child's emotional and intellectual retardation.

"Rapport Elements in a Remedial Reading Setting"

#64-29E
(30 mins.)

The student in this film is thirteen years of age, in the seventh grade, and reading at approximately the second grade level. The film begins with an interview between the reading specialist and the student. Areas covered in the interview include family, school hobbies and future.

"The Reading Club" Series
(Cox)

#66-13A-G

This seven-reel series demonstrates the work of <u>one</u> remedial reading teacher in <u>one</u> particular school in Manhattan during <u>one</u> given semester. It is <u>not</u> meant to serve as an absolute model, but merely as one possible approach to remedial reading.

The series focuses on the admission of one boy to the Reading Club, the procedures used to ascertain his reading disabilities, and the various instructional procedures and materials used by the teacher with this boy and with a number of her pupils.

"Part 1 - Diagnosis"

#66-13A
(25 mins.)

The CRT (Corrective Reading Teacher) tests John's reading skills via an informal textbook test, a standarized reading acheivement test, a test on initial sounds of words, and an informal test for the recognition of the letters of the alphabet. She reviews his performance (in part) and gives him a letter to his parents indicating that John is to be admitted to the Reading Club.

"Part 2 - Individual Instruction" #66-13B (25 mins.)

In this reel John is seen during his first day of attendance at the Reading Club. One boy is assigned by the CRT to orient John to the procedures to be followed. The rest of the reel demonstrates the various materials and techniques used by the CRT to provide individualized instruction geared to the particular needs of the boys in this group.

"Part 3 - Building a Sight Vocabulary" #66-13C (17 mins.)

This reel focuses on building sight vocabulary via the use of a "Word Bank," a device developed by this particular teacher. Words are introduced individually and then are incorporated into sentences.

"Part 4 - Teaching Initial Consonants" #66-13D (22 mins.)

Here we see a small group of girls working with CRT on building a knowledge of initial consonants via picture books, made up of pictures cut out from magazines and pasted into notebooks.

"Part 5 - Vocabulary Building" #66-13E (24 mins.)

The emphasis is on the suffix "TION." Four new "TION" words are introduced, looked up in dictionaries, used in sentences and assigned for additional study as homework.

"Part 6 - Work with SRA Materials" #66-13F (24 mins.)

Here the CRT demonstrates the use of SRA reading materials with four different children.

"Part 7- Reading Comprehension" #66-13G (20 mins.)

The CRT is meeting with a group of four pupils. She introduces the words "saliva" and "dissolve" and evolves the meanings with the children. The children now read silently a selection about the tongue and its functions. Comprehension is checked both individually and in the group situation.

"Reading Diagnosis and Correction" #64-29A,B,C
Series of three (30 mins. each)

The subject of these three films is a boy of 12. He is in the sixth grade, which he is repeating. He was referred to the Hunter College Educational Clinic because of severe reading disability. His instructional level is approximately grade one.

Any of the three films in this series may be used independently. A film study guide is available for class distribution.

I. The first demonstrates the use of several diagnostic instruments. The testing session is followed by a brief instructional period utilizing the "whole word" approach to word identification.

II. The diagnostic phase of this session consists of the application of the test for lateral dominance (Harris). The Instructional phase consists of procedures for developing a sight-word vocabulary for use with severely retarded readers.

III. The diagnostic phase of the session consists of the application of the Informal Reading Inventory. In the instructional phase a variety of approaches are used in the development of phonics skills.

"Reading Readiness"
(Cohen)

#61-6
(30 mins.)

This lesson was recorded in June of a first-grade's school year. It is essentially a summary of the outcomes of various techniques the teacher has used to lay the foundations for reading and arithmetic, plus a demonstration of how a teacher might use ordinary classroom routines as instructional situations. It also indicates that reading was being taught by means of experience charts.

SCHOOL - COMMUNITY

"Parents Discuss a Pre-Kindergarten Class" (Goldstein) — #65-7 (33 mins.)

The parents of a group of children attending a pre-kindergarten class discuss the advantages and disadvantages of their children's experience. The discussion observed in the film is part of a series of regular meeting sessions. Prior to this particular discussion, the parents saw a film of their children in the pre-kindergarten class. The parents' reactions to the film are discussed in this meeting.

"Settlement House After-School Groups" Series of Seven Films — #64-3A to #64-3I (15 mins. each)

This series shows the behavior of children of different ages as they participate in a relatively free situation outside of school. Boys and Girls, who meet regularly for after-school activities at Grand Street Settlement or Lenox Hill Neighborhood house, were filmed at the Hunter College Television Studio. The children's usual group leaders brought them to the studio and remained with them throughout the filming. For all except film #64-3G (mixed boys and girls) the children were grouped separately according to age and sex.

In so far as possible each group was presented with the same situations: first the TV technician explained the mechanical arrangements of the studio, then refreshments were served, and finally paper and crayons were distributed for a period of drawing.

The sessions actually lasted from thirty to forty-five minutes, but the films have been cut to fifteen minutes each to allow for convenient use in the class. Therefore, there are occasional breaks in continuity and some rather abrupt endings.

"Young Children in Free Play" (Clark) — #64-6 (Part I 18 mins.) (Part II 20 mins.)

Four pairs of children, ages four to six, are observed in a free play situation. The purpose of the film is to offer four uniform observational experiences to the student of elementary education.

SCIENCE - ELEMENTARY

NDEA INSTITUTE

SCIENCE FOR CHILDREN IN DISADVANTAGED URBAN AREAS #67-8 (A-G)

The films included in this series were made to demonstrate techniques for teaching process-oriented elementary school science to children in a disadvantaged urban area. The first four films show a sequence of lessons on teaching a unit concerned with solids, liquids, and gases (Phases of Matter) to a group of fourth grade children of approximately average ability. The last three films show lessons from a unit on microscopic life taught to a group of fifth grade children of a slightly above average level. The lessons filmed in this program were not rehearsed. Of course the children knew that the lessons were being televised. However, neither the children nor the teacher had previous knowledge of what would take place in any given lesson.

The teacher was a special teacher brought into the project in order to have an outsider work with the children of the district. She is a graduate of Hunter College, with special training in work with disadvantaged area children.

The individual films are titled and each can be used independently of the others. However, the sequences of the first four films and of the last three films show interesting changes and development in the two classes as the children study the science units.

"Properties of One Solid" #67-8A

"Solubility of Six Substances" #67-8B

"Properties of Two Liquids" #67-8C

"Summary - Properties of Matter" #67-8D

"Introduction to Microscopic Life" #67-8E

"Using the Microscope" #67-8F

"Comparing Microscopic Plants and Animals" #67-8G

"Thermometer"

This series of films shows children from three different second grades as they study the same lesson in science taught by the same teacher. The children come from three different types of schools in the New York City area; the first film was made with children from an all-New York City school for academically oriented and gifted children; the second film shows children from a racially integrated school of children with middle class socio-economic background; the third film show children from a school located in a lower class socio-economic area.

The lesson is concerned with the use of thermometers and the principles upon which thermometers (liquid-type) operate. The lesson is presented so as to encourage inductive reasoning on the part of the children and it stresses individual experiences leading to discovery.

"Thermometer I" #64-30A (30 mins.)

(High socio-economic group) A lesson in science with academically able children.

"Thermometer II" #64-30B (30 mins.)

(Middle socio-economic, group) A lesson in science with an average group from a middle class, racially integrated school.

"Thermometer III" #64030C (30 mins.)

(Low socio-economic group) A lesson inscience with an avarage group from a school located in a lower socio-economic area.

SCIENCE - SECONDARY

"The Battery-Powered Circuit" #64-30D (25 mins.)

Teacher and class discuss the components and purposes of the elements of a battery-powered circuit, materials are distributed to groups of students, who then hook up the circuits. Teacher and class discuss and make note of what was learned from the experimentation with the materials.

"Biology for the High-bility High School Student" (Haskell) #67-2 (45 mins.)

The teacher and the class participate in a seminar-discussion-type lesson to encourage and involve students in research activities of one kind or another. Sophisticated facts and concepts in osmolarity, amino acid metabolism, active and passive transport, and homeostasis are brought in, together with the research of leading scientists, to motivate and develop critical thinking. Functional and developmental chalkboard schematic drawings are used as built-in parts of the lesson.

"Reproduction in Fish" (Haskell) #66-14 (28 mins.)

The teacher begins with readings and graphs to establish the concept of water pollution. This leads to the concept that fish cease to reproduce in polluted waters, and then to reproduction in fish. The teacher dissects some fish to demonstrate their reproductive organs and draws diagrams on the board to illustrate the learnings.

SOCIAL STUDIES - ELEMENTARY

"THE DEVELOPMENT OF A UNIT: FIFTH GRADERS STUDY THE CIVIL WAR"
(Kuhmerker-Manno)

Teachers who are non-directive both in theory and practice are rare, and opportunities to observe them working with a class over a period of time are rarer still. To show in a period of a few hours how a non-directive teacher helps children to think, to explore and to share within a classroom setting has been the major aim of this series. As a class, the fifth graders involved in the unit may be more articulate, intelligent or widely experienced than many groups of comparable age. However, the basic techniques - even the very questions used to initiate and further discussion - are appropriate for use with children of other age and ability levels.

The five films in the series give a sequential overview of the development of a Unit on the Civil War with a class of fifth graders at the Hunter College Elementary School. The opening sessions show the use of leading questions by the teacher to arouse interest and involvement, and to help the children choose and define the scope of the unit. The way in which committees were formed, plus samples of committee at work, are shown. One example of a teacher-directed lesson is included. A selection of committee reports illustrates some of the learnings developed during the unit. The series concludes with a discussion leading from the Civil War Unit to the beginning of a consideration of the Reconstruction Period. Class sessions have been slightly condensed and each film is preceded by a short commentary.

To supplement the content of the series, kinescopes of four classroom sessions and one committee meeting are available in unedited versions. For prospective teachers these kinescopes give an undistorted view of the pacing of a class at work. Child development and psychology students might also wish to use them to analyze many aspects of "Classroom atmosphere" and children's interaction with one another.

Viewers of the series, as well as of the single kinescopes, will want to acquaint themselves with the following materials (available on request from the Audio Visual Center) that accompany the films:

1) A listing of the social studies topics preceding the unit on the Civil War.
2) A chart illustrating the distribution of time for social studies activities during the unit.
3) A list of the major reference materials used by the children.
4) A brief statement of the teacher's aim for the unit in terms of child development and the development of basic concepts, facts and skills.

While most users will find the edited films in the series appropriate for their purposes, the following films may be used interchangeably:

#65-9A (one reel) or 65-9AA (one reel; unedited)
#65-9B (one reel or 65-9BB (two reels; unedited)
#65-9C (one reel) or 65-9CC (two reels; unedited)

65-9F and 65-9G are unedited records of complete class sessions. Only a fraction of their content is included in the edited series.

"CIVIL WAR SERIES" #65-9A (18 mins.)

"The Initiation of the Unit"
(Kuhmerker-Manno)

The film shows the use of questions by the teacher to arouse interest and involvement and to help the children to choose and define the scope of the unit.

"Choosing Topics for Study" #65-9B (23 mins.)
(Kuhmerker-Manno)

The film shows teacher-pupil planning, a buzz session, and the forming of committees.

"A Teacher-Directed Lesson: Reading, Map Skills and Practice in Note-Taking" (Kuhmerker-Manno) #65-9C (20 mins.)

"Committees at Work" #65-9D (40 mins.)
(Kuhmerker-Manno)

The film combines excerpts from several class sessions to show teacher-pupil and pupil-pupil interaction in committees.

"The Sharing of Reports and the End of the Unit" #65-9E (33 mins.)
(Kuhmerker-Manno)

Unedited Civil War Films: #65-9AA
"The Initiation of a Unit" (33 mins.)
(Kuhmerker-Manno)

The film shows the use of questions by the teacher to arouse interest and involvement and to help the children to choose and define the scope of the unit.

"Choosing Topics for Study" #65-9BB
(Kuhmerker-Manno) (39 mins.)

The film show teacher-pupil planning, a buzz session, and the forming of committees.

"Teacher-Directed Lesson: Reading, Map Skills and Practice #65-9CC
in Note-Taking" (Kuhmerker-Manno) (39 mins.)

"Independent Committee Work" #65-9F
(Kuhmerker-Manno) (45 mins.)

A small group mixes "girl talk" with the making of dioramas.

"The End of the Unit" #65-9G
(Kuhmerker-Manno) (24 mins.)
The major portion of this class discussion centers on the issues that the children think will constitute the problems of the Reconstruction period.

"Evaluating Sources of Information" #66-2
(Kuhmerker-Manno) (28 mins.)

Fourth Graders at the Hunter College Elementary School compare figures they have collected from various sources on the size and population of India. None of the figures are the same. The teacher's questions are designed to sharpen the children's understanding of possible reasons for such differences. The class discusses criteria for evaluating the validity of the statistics, as well as what inferences can be made from the statistics. The children in this film are also on Film No. 66-11A and B ("Planning a Play about India") and No. 66-4 (Creative Writing Stimulated by Sound and Movement"). Their responses to different aspects of the curriculum can thus be compared.

SERIES: PLANNING A PLAY ABOUT INDIA
(Kuhmerker-Manno)

The films 66-11A and 66-11B, and an audiotape, give an overview of the beginning stages of planning a play. The two films have continuity without the inclusion of the intermediate tape-recorded session. 66-11A can be viewed alone if time is limited. To some extent the tape and 66-11B are also usable as independent units.

The children in the sequence of sessions are also on Film No. 66-4 ("Creative Writing Stimulated by Sound and Movement") and Film No. 66-2 ("Evaluating Sources of Information"). Their responses to different aspects of the curriculum can thus be compared.

"Planning a Play about India: First Teacher-Pupil Planning Session"
(Kuhmerker-Manno) #66-11A
(28 mins.)

As a culmination to a three-month study of India, fourth graders at the Hunter College Elementary School plan what they want to teach their audience through means of a play.

"Planning a Play about India: Continuation of Teacher-Pupil Planning" (Kuhmerker-Manno) #66-11B (15 mins.)

As a culmination to a three month study of India, fourth graders at the Hunter College Elementary School report on their tentative plans as they are beginning to work in small committees. The second half of the film concentrates on the problem of selecting roles in such a way that the children's wishes and the realities of casting primary and secondary roles are both faced.

"Planning a Play about India: Selecting a Plot"
(Kuhmerker-Manno) (Audio tape)

Sequentially this audio tape fits between the films #66-11A and 66-11B.

"Report by Committee on France" #61-2
(Scott) (16 mins.)

Group of eleven to twelve years old gifted children in an elementary class selected to report in committee on various aspects of life in France. Children highlight their report by the use of puppets.

"[illegible] Committee on Missouri" #61-3
(Gehan) (15 mins.)

Committee of children in an average fifth-grade public school class are reporting on the State of Missouri, its location, buildings, products, etc. Role-playing used by children to highlight facts about report. After the report, the committee's work is evaluated by teacher and class and additional questions are posed and answered.

"Summary of Unit via Committee Reports I" #62-1A
(Sunlack) (29 mins.)

Committees arranged and a moderator selected before this film was made. The committees are now ready to report to class on "How and Why New York City Grew." Every student in class has brought something to show the changes between then and now. The first committee reports on life in New York in 1690, in the schools, homes, sanitation, fire department, etc. Second group shows, through pictures, what contributed to the growth of the city.

"Summary of Unit via Committee Reports II" (Sundack) #62-1B (30 mins.)

Children are being questioned regarding reports made in film 62-1A; reports on growth and trade. Migration contributed to growth and children are called to approach map of world and point out the various bodies of water one must traverse to approach the city of New York. Trade contributes to growth and children point out the ports of New York. A committee on transportation of yesterday and today makes a report and children of class are encouraged to ask questions. Transitional activity is conducted in French.

"Summary of Unit via Committee Reports III" (Sundack) #62-1C (28 mins.)

Transportation report has been completed and questions are now being put to the committee. There is continued discussion by teacher and pupils on transportation. Children take an imaginary ride on subways from most northern point to most southern point via subway maps and crayon. Committee reports on the landmarks of New York City; there is the question and answer period and then discussion led by the teacher.

"Summary of Unit via Committee Reports IV" (Sundack) #62-1D (20 mins.)

New committee reports on famous inventors who contributed to the growth of New York City. Inventions mentioned are the steamboat, railroad, telephone, sewing machine and telegraph. After report, teacher elicits from students in class other inventions which contributed to the city's growth. Committee goes on to report famous New York City people who added to growth.

"The Unit: Initiation and Statement of Problems" (Dolen) #61-9 (32 mins.)

The teacher initiates a study of the systems of the human body by asking the class to think of the human body as a perfect machine. Machines and the body are compared. The lessons leads into an assignment in which each pupil is to study one of the systems in details.

SPECIAL EDUCATION - Aphasia

"Auditory Discrimination With Aphasic Children" (Barry) — #60-1 (30 mins.)

Small group of elementary-school-age expressive and receptive aphasics. The children are asked to respond individually to various sources of sound (drum, beads, etc.), to identify objects used to produce different sounds, and to discriminate pitch, volume, tempo, duration, letter sound values, words and phrases.

"CALENDAR and CLASS NEWS with Aphasic Children" (Barry) — #60-2 (28 mins.)

Six receptive and expressive aphasics of elementary-school age. Teacher and class establish day and date, with children identifying the word cards for yesterday, today and tomorrow. Teacher elicits "class news" from the children. Children share in writing it on the board. The "news" is read in whole and then the teacher centers on a few letters and the sounds "they make"

"Evaluation of a Five-Year-Old Aphasic Boy" (Barry) — #64-21 (31 mins.)

The teacher evaluates the child, checking on : hearing and comprehension of language, discrimination of gross sounds, discrimination of voice sounds, simple language, patterns of drum beats, figure-ground, laterality, and other factors. The teacher summarizes results at the end of the film.

"Group Work with Aphasic Children" (Atchley) — #61-14 (27 mins.)

Teacher works with a group of young aphasics on the identification of parts of the head (eyes, ears, etc.) and the body (arms, legs, etc.). Drawings, cut-outs and stick figures are used. Then there is some work on visual discrimination of abstract figures drawn on cards.

"Individual Work with Aphasic Children" #61-15
(Atchley) (28 mins.)

Teacher reads an introductory statement about this small group of youngsters and tells something about their individual problems. She then works with one child on parts of th face and the body. With another boy she focuses on the manipulation of a zipper, buttons, etc.

"Language Experiences with Expressive Aphasics" #61-16
(Atchley) (25 mins.)

Teacher and children do readiness activities in reading and writing. Teacher selects two other children for language and telling-time activities.

"Language Lesson with Aphasic Children" #63-5
(Sunderkov) (30 mins.)

A group of five receptive and expressive aphasic children (ages seven and eight years with normal I.Q. levels) are given a language lesson. The lesson, which consists of a short simple story, offers the children exercises in both expression and reception. The children are taught new vocabulary words via this lesson.

"Written Work with Expressive and Receptive Aphasic Children"
(Clifford) #62-4
(33 mins.)

A small, mixed group of expressive and receptive aphasics write sentences about each other's articles of clothing, using as reference a chart with pictures of clothing and the words for the clothing. Each child reads his sentence aloud. The teacher provides a description of each child's problems.

SPECIAL EDUCATION - Blind

"Blind Children Make Malteds" #62-16
(Fox-Allen) (20 mins.)

The children make malteds and milkshakes under the guidance of a homemaking teacher.

"Braille Reading with Two Blind Children" #62-8
(Fox) (18 mins.)

Two young blind children read and review the rules for reading Braille. Each child reads a story from Braille and both children discuss the stories with their teacher.

"Games Played by Blind Children" #60-6
(Fox) (24 mins.)

Teacher and blind children explain and demonstrate some games they can play: Bingo, Ball Roll, Dog and Bones, and Grunt-Piggy-Grunt.

"Phonics, Arithmetic and Music with Blind Children" #61-21
(Fox) (25 mins.)

1) Phonics - Teacher and three blind children work on initial and final consonant sounds.
2) Arithmetic - The children do mental computation and use special slates for three-place addition.
3) Music - The special music teacher brings in additional children. All gather round the piano and sing songs in two parts.

"Visually Handicapped Learn the Concept of One-Half" #64-25
(30 mins.)

A class of five partially and totally blind students learn the concept of one-half. The class is organized so that the instructor can give both individual and group instruction.

SPECIAL EDUCATION - Brain Impaired

"Brain Impaired Children Make Malteds" (Barry-Gillom) — #62-15 (15 mins.)

The children make malteds and milkshakes under the guidance of a homemaking teacher.

"Form and Space Perception with Brain Impaired Children" (Barry) — #62-12 (33 mins.)

These children range in age from 8 to 16 years. The activities are:

1) Putting forms together on a felt board.
2) Using sticks to match forms drawn by the teacher.
3) Matching forms on a peg board.
4) Copying forms on the blackboard.
5) Keeping one's eye on a moving ball.

"Montessori Methods and Materials with Language Disordered Children" (Hummel-Baker) — #62-14 (29 mins.)

This is essentially an illustrated lecture on some applications of Montessori methodology in working with language disordered children.

"The Parts of a Plant" (Crane) — #65-178 (22 mins.)

Miss Rhoda Crane with a class of moderately to chronically brain impaired children - a science and reading lesson on the parts of the plant. This lesson is especially adapted to the class from the Science Being Program, by Grace D. Schmidt and Richard H. Kinney. There are five children in the class, with I. Q. levels from 70 to 81.

"Training in Laterality and Directionality with Brain-Impaired Children" (Barry) — #62-5 (31 mins.)

A series of activities in sensory motor training to improve laterality and directionality. The activities are: testing each of four children for laterality, walking on a board both forward and backward, playing a "stepping stones" game, moving among chairs which serve as obstacles.

SPECIAL EDUCATION- Cerebral Palsied

"Cerebral Palsied Children Make Chocolate Pudding" #62-7
(Bromberg-Allen) (13 mins.)

Nine Cerebral palsied children are directed by a homemaking teacher in making chocolate pudding.

"Handpuppet Experience for Cerebral Palsied Children" #61-17
(Baker) (15 mins.)

Three visiting teachers bring in handpuppets and work with the children on the manipulation of puppets. There is a running commentary on the meaning of this activity for these children.

SPECIAL EDUCATION - Deaf and Hard of Hearing

"Deaf Children Make Malteds" (Capperell-Allen) #62-13
(20 mins.)

Deaf children make malteds or milkshakes under the guidance of a homemaking teacher.

"Educational Therapy with a Child with a Communication Disorder" (Mallison) #64-2
(18 mins.)

A five-year-old child with a communication disorder is observed in one of his regular educational therapy sessions. The child's inability to communicate relates to a hearing disorder which impeded the child's ability to use the language.

"Infant Auditory Training I" #64-8A
(Elsback) (23 mins.)

A deaf child (approximately 16 months old), who wears a hearing aid, is observed with her instructor in one of her regular training sessions. Through a variety of toys and games, the instructor endeavors to train the child to associate sounds and objects. At the end of the session, the child's mother and the instructor discuss the ways in which the training session can be followed up at home.

"Infant Auditory Training II" #64-8B
(Sullivan) (33 mins.)

A deaf, 16-month-old child, who has recently begun to use a hearing aid, is observed in one of his weekly auditory training sessions. Through a variety of toys and games, the instructor and the infant's mother endeavor to train the child to associate sounds and objects.

"Lip Reading with Deaf Children" #62-11
(Capperell) (25 mins.)

This is a lesson on the sounds of P, B, and M with young adolescents.

"Speech Activities with Deaf Children" (Caplarelli) — #61-18 (31 mins.)

Teacher uses a story the children know to explain the distinction between "pretended" and "real." Children are called on individually to take items from a table to help them pretend to be doctor, teacher, clown, etc. The children verbalize their activities.

SPECIAL EDUCATION- Emotionally Disturbed

"Clay Modeling by Severely Emotionally Handicapped Boys" (Calhoun) — #61-20 (33 mins.)

Teacher gives a five-pound cube of clay to each of four boys to model a cat. Teacher has a cat as a live model for the boys to feel and observe.

SPECIAL EDUCATION - Mental Retardation (CRMD and Low I.Q.)

"CRMD Class Prepares a Simple Breakfast" #62-10
(Lopez-Allen) (19 mins.)

This is a CRMD "educable" class. Under the guidance of a homemaking teacher they prepare a simple breakfast. There is a discussion of hot vs. cold cereals, and fresh vs. canned juices.

"Educable Retarded Plan a Trip to the Fair" #64-18
(Lopez) (26 mins.)

A class of educable mentally retarded children, ages 10 to 12 years and I.Q levels of 50 to 74, plans a trip to the New York World's Fair. The lesson is part of a transportation unit in Social Studies.

"Educable Study Points of Interest in N.Y.C." #65-17C
(Lopez) (31 mins.)

Mrs. Dorothy Lopez with a class of the Educable Mentally Retarded -- an oral lesson designed to teach some of the points of interest in New York City. This lesson is from Core IV, (Our City), from the Core Curriculum for Children with Retarded Mental Development, of New York City. The Children are of chronological ages 10:2 to 13:3, mental ages 5:3 to 7:3, and I.Q. 52 to 73.

"Retarded Children Make Canvas Handbags" #64-19
(Rionondo) (33 mins.)

An Arts and Crafts lesson, with six low-I.Q. adolescents as pupils. The lesson deals with the making of a canvas handbag. The purpose of the lesson is to lengthen the students' attention spans, teach the students to follow directions, and to give them an opportunity to feel a sense of accomplishment. The project also sharpens motor and visual proficiencies.

"Trainables Study Talking on the Telephone" #65-17D
(Reid) (two reels) (50 mins.)

Miss Inez Reid with a class of Trainable Mentally Retarded Children-- a lesson on Communications, called "Talking on the Telephone." This lesson is from Core I (The Home) of the Core Curriculum for Children with Retarded Mental Development, of New York City. The chronological ages of the children are 7:4 to 10:10, the mental ages 3+ to 5, the I.Q.'s below 50.

SPECIAL EDUCATION - Physically Handicapped

"Activities with Physically Handicapped Children" #61-12
(McLoughlin) (32 mins.)

This film has three segments:
1) Attendance, milk, discussion of U.S. flag.
2) A number of games are played.
3) Discussion and demonstration of how to plant plants.

"Demonstration by Physical Therapists" #61-19
(Askins) (15 mins.)

Four demonstrations:
1) Handicapped boy uses plate and special drinking cup.
2) Girl demonstrates her use of crutches.
3) Handicapped girl strings beads.
4) Therapist exercises the arms and legs of a child with muscular dystrophy.

"Folk Singing with Physically Handicapped Children" #62-6
(Baker-Berbaum) (14 mins.)

The children have various physical disabilities; some suffer from speech impairment. Teacher and children discuss the guitar, then sing "Skip to My Lou" in a variety of ways.

"Physically Handicapped Children Make Pizza" #62-9
(Allen-McLoughlin) (15 mins.)

A group of physically handicapped children make pizza under the direction of a homemaking teacher.

SPECIAL EDUCATION -- Speech and Language

The Speech and Language Program, in conjunction with the Vacation Demonstration School at Hunter College, and under the direction of Professor Dorothy Doob, provided daily intensive speech and language therapy for children attending this special six week session through the medium of the graduate course, "Clinical Practice in Speech Pathology".

Two kinescopes were made demonstrating aspects of diagnosis and therapy on an individual basis.

The two films demonstrate methods of therapy for children with organic problems of a neurophysiological origin.

"Breakfast with Joseph" #67-16
(25 mins.)

Demonstrated by Miss Susan Stillerman and a child with profound neuro-sensory hearing loss. A natural language development experience, particularly emphasizing partitives, is demonstrated. The situation involves the total experience of preparation (setting the table), and consumption of typical American foods. The therapist elicits spontaneous language interaction and specifically emphasizes vocabulary development, speech improvement, lip reading and auditory training.

"Brad Works with B's" #67-15
(15 mins.)

Demonstrated by Mrs. Ruth Shapiro and a severely involved cerebral palsied child with serious communication problems. Part of the kinescope demonstrates diagnostic procedures in evaluating the extent of the problem; the remainder demonstrates speech approaches to one of the specific problems manifested by the child. Emphasis was placed upon developing the ability to use the lip plosives, the sounds of /p/ and /b/ in various forms.

SPECIAL PROJECTS:

"Empathy" Project ("Videotapes and Kinescopic Recordings as Situational Test and Laboratory Exercises in Empathy for the Training of Counselors")

This project produced a series of seven kinescopes:

"The Counseling Process - A Closer Look"	#63-21 (28 mins.)

This is an introductory film for a beginning course in counseling and guidance. (There is no restriction on its circulation.)

"The Simulated Practicum"(five exercise films)	#63-23 (19 mins.)
The exercise films, (which are meant to be used in advanced courses in counseling and in the beginning practicum) were edited from videotapes. Two counseling sequences were selected (with the same counselor for both counselees):	#63-25 (20 mins.) #63-26 (21 mins.) #63-24 (17 mins.) #63-27 (19 mins.)

One counseling sequence deals with a junior school girl, 14 years old, who expresses problems of parental control, school achievement and adolescent peer relationships. The selections are arranged in accordance with these three themes. Each exercise film is devoted to one theme:

Film I: Statements and feelings about school problems and achievement.

Film II: Self-peer relationships.

Film III: Mother-daughter-family problems.

The other counseling sequence concerns a senior high school boy, 17 years old, who is an underachiever. The main themes presented are his boredom with school, his feeling of confinement by school, and his conflict between kinesthetic and cerebral expressiveness. Each of these themes is presented in a separate exercise film:

Film IV: The boy's school problem; his feelings of boredom and confinement; and his cerebral-kinesthetic conflict.

Film V: The boy's needs for power; his fantacies about power and achievement, and the ways he sought to meet his needs.

Each film exercise has two parts: The first part presents a sequence of scenes in which the counselee speaks about his or her problems; the real counselor's responses, if any, are dubbed out. At a point where a counselor's response might be appropriate, the scene ends. One of the main themes is developed as if the counselor were responding optimally to the counselee's statements and feelings so that a continuity, growth of feeling and differentiation of attitude occur as the film goes from scene to scene. The second part of each film shows scenes of extended interaction between the counselee and the real counselor. The scenes selected demonstrate empathic and nonempathic counselor behavior and counselee's response to that behavior.

Note: #63-23, C, D, E and F may be used ONLY with advance written approval from Dr. Arnold Buccheimer, 564-7800, Ext. 4,5, or 6.

"A Test of Counselor Responsiveness" #63-23
(35 mins)

Pending further refinement and analysis, this instrument may be used for counselor selection, the evaluation of counseling growth, and as a possible criterion measure for the evaluation of counselor training.

Note: #63-23 may be used ONLY with advance written approval from Dr. Arnold Buccheimer, 564-7800, Ext. 4,5, or 6.

SPECIAL PROJECTS:
Project English and Project Free

"English Lesson on the Short Story" #64-39
(Mercantante) (29 mins.)

This is a seventh grade English lesson on an original short story by the teacher, John Mercantante. The class is from JHS 126, Queens. The reading level ranges from 3.1 to 5.0.

"Fact or Opinion" #64-15
(Novod) (52 mins.)

The use of contempory and everyday material-- advertisements and such-- for a lesson on the distinction between fact and opinion in writing. This ninth grade class is from JHS 44. The reading and math levels are the lowest in the ninth grade of that school. The teacher is Mrs. Novod.

"Poetry Lesson - Ballad of the Old West" #64-38
(Patero) (45 mins.)

The class is from the seventh grade at JHS 120, and the reading level ranges from low to average. In this lesson the teacher, Rosalie Patero, uses records and has the children sing ballads, demonstrating the ballad as a form of poetry.

"Poetry Lesson - Literal and Extended Meaning" #66-10A
("The Argument") (38 mins.)

The poem "The Argument" is from the Gateway Anthology Creatures in Verse. This poem is used to illustrate the difference between literal and extended meaning. The class in this section is from the Hunter College High School.

"Poetry Lesson - Literal and Extended Meaning" #66-10B
("The Argument") (32 mins.)

Teacher uses overhead projector and overlays to demonstrate in a poem the difference between literal and extended meaning. The poem is "The Argument," from the Gateway English Anthology Creatures in Verse. The class, from JHS 44, is integrated with a reading level of 6.9. The teacher, Domenica Paterno, is from the Gateway English Staff.

"The Powerless Ones" #67-10
(Kaufman) (25 mins.)

A play adapted, performed and discussed by the eighth grade SP class at Junior High School #44 Manhattan. The teacher is Betsy Kaufman.

The first half of this kinescope presents the play, "The Powerless Ones," which was adapted by this class from a short story of the same title found in the Gateway English anthology, Who Am I?. This play tells the story of a teen-age girl who somewhat reluctantly becomes part of the "in-crowd" and finds out what being in such a group really means.

The second half is a discussion, led by Mrs. Kaufman, with members of the cast, giving their views on the play both as a class project and as a commentary on today's teen-agers.

"Seventh Grade Plays" #65-23
(Kaufman) (34 mins.)

A seventh grade class from JHS 44 (Average reading level 6.2) presents two plays, "Jackie Robinson" and "Jesse James," which they adapted from short stories in the Gateway Anthology Family is a Way of Feeling. Then, under the supervision of teacher Betsy Kaufman, they have a discussion analyzing and criticizing their own work.

"Social Studies for the Fourth Grade" #64-11
(Malizia) (28 mins.)

A class of above-average fourth graders decide, under the supervision of teacher Marie Malizia, how to organize the class newspaper. The children are from P.S. 87, Manhattan.

"War on Poverty" #65-8
(Tewel) (40 mins.)

A social studies lesson on the geography of the United States. The lesson focuses on Kentucky, and aims to explain the President's War on Poverty in terms of the socio-economic problems of that state. The class is one of eighth grade slow-learners, and the teacher is Kenneth Tewel. A lesson plan and class profile are available with the film for classroom use.

SPELLING - Elementary

"Spelling Lesson" #61-1
(Dever) (30 mins.)

Teacher on an elementary level trying to draw from students some basic spelling rules which will assist them in knowing how to spell without studying every word.

TEAM TEACHING

"Team Teaching 31"

The five kinescopes in this series exemplify an organizational pattern used during one school year in one particular school in New York City. This pattern is not typical either for this school or for the New York City Schools as a whole. It does, however, provide the viewer with a series of team-teaching episodes (Planning session, large group lesson, two self-contained classes in follow-up lessons and a small group remedial session) as a starting point for discussions of this recent development in classroom organization.

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"Team Teaching 31 - Planning Session" #65-5A (18 mins.)

Four classroom teachers and two resource teachers plan a language arts lesson for a team of four fourth-grade classes. Decisions are made regarding the content to be taught in a large-group lesson, the structure of the presentation, who will be responsible for what, and how the follow-up lessons will be conducted.

"Team Teaching 31 - Large Group Lesson" #65-5B (21 mins.)

One resource teacher, assisted by two classroom teachers, introduces the concepts "alliteration" and "double rhyme" to a large-group session (two classes -- the maximum that the studio could accomodate; the normal pattern, back in their own school, is four classes). Various visuals are used to highlight and illustrate the two concepts. (This is an edited, shortened version of a somewhat longer lesson.)

"Team Teaching 31 - Followup Lessons #1 and #2" #65-5C (22 mins)

This reel contains excerpts of two followup lessons on "alliteration" and "double rhyme," one with a somewhat "slow" class, the other with a somewhat better than average (for this school) class.

"Team Teaching 31 - Remedial Leason" #65-5D (10 mins.)

This film shows a remedial reading teacher with a small group of pupils from the fourth-grade team. It demonstrates how the concepts taught in the large-group lesson and in the classroom followup lessons can be extended with a group of disabled readers. (It can also be seen with profit by viewers interested in remedial reading per se.)

"Team Teaching - Planning Session II" #66-7A
(28 mins.)

This planning session is conducted by a team of fourth grade teachers from a public school in Queens. The social Studies topic is the New York City Water Supply.

"Team Teaching - Planning Session III" #66-7B
(20 mins.)

This planning session is conducted by a team of fourth grade teachers from a public school in Manhattan. The Social studies topic concerns the contribution of various communities (e.g., Harlem, Chinatown) to the total resources of New York City.

TESTING - Primary

"Administration of the Stanford-Binet to a Four-year-old" #64-5
(Safrin) (21 mins.)

The stanford Binet intelligence test is demonstrated with a four-year-old boy. The film offers an approximation of the test for the purpose of demonstrating the types of exercises and questions the Stanford-Binet utilizes. The film does not demonstrate a complete testing session.

TESTING - Elementary

"Judy Takes the W.I.S.C." #64-1
(Clark) (30 mins.)

This kinescope was prepared to replace the Educational Clinic's demonstration of the administration of an individual intelligence test to an elementary school age child. The child is from the Hunter College lementary School an is of superior intellectual ability as defined by this test. Not all items are administered, but each kind of item found in this test is administered under standard conditions (except for the presence of remote-controlled TV cameras).

WRITING - Elementary

"Background for Creative Writing" #61-5
(Gehan) (15 mins.)

The teacher and class, having completed a committee report on Missouri and a story based on the Lewis and Clarke expedition (see #61-4), now move to a period of creative writing. First there is a discussion of adventures, such as Lewis and Clarke and others, followed by suggestions of topics the pupils might use.

"Creative Writing Stimulated by Sound and Movement" #66-4
(Kuhmerker-Manno) (15 mins.)

This film is a composite of two class sessions, recorded on two subsequent days, of a class of fourth graders at the Hunter College Elementary School. A brief commentary deals with the role of experience in creative writing and suggests modifications of the techniques shown as they might suit children of different age levels. The teacher's opening remarks and samples of the children's dancing are shown. The following day the children share and analyze what they have written. This discussion is recorded in its entirety.

Note: The children in this film are also recorded in #66-2 ("Evaluating Sources of Information") and #66-11A and B ("Planning a Play about India"). Their responses to different aspects of the curriculum can thus be compared.

"Improvement of Descriptive Writing" #60-4
(Lee) (30 mins.)

Teacher writes a simple sentence on the board and elicits additional words to amplify the "picture" yielded by the original sentence. The sentence is restructured to include the additional descriptive words. The teacher reads some previously written sentences submitted by the students and asks for a critique of effective use of language. The students then write a paragraph based on an expansion of the original sentence on the board. As soon as a few students are ready, their efforts are read aloud and evlauated.

"Why Publish a Class Newspaper?" #61-13
(London) (30 mins.)

A combination V-VI class is planning to publish a school paper. The Audio-Visual coordinator discusses with them the reasons for such a publication and briefly traces the development of the written and duplicated word and the machinery now available for class publication.

HUNTER COLLEGE OBSERVATIONAL TELEVISION CENTER

Kinescope Evaluation Form

1. Kinescope title_____ No._____

2. Viewer's name_____ Title_____

3. School at which film was shown_____

4. Course title in which film was shown_____

   Related to what topic in course?_____

5. Technical quality:

   a. Was the sound acceptable? Yes_____ No_____

      Comments_____

   b. Was the picture acceptable? Yes_____ No_____

      Comments_____

      _____

6. Instructional quality:

   a. Was the film useful in this course? Yes_____ No_____

   b. Would you use it again? Yes_____ No_____

      If not, why?_____

      _____

      _____

   c. What suggestions do you have for recordings which should be made?_____

      _____

      _____

      Date_____ Signature_____

N.B. PLEASE COMPLETE THIS FORM AND REPLACE IT IN THE FILM CAN, OR MAIL TO TELEVISION CENTER.

Thank you.

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This is a list of publications dealing with the use of television at Hunter College.